

Teacher Motivation and Factors Affecting Teachers' Motivation under Chhukha Dzongkhag

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Abstract

Teacher well-being and motivation play important roles in teacher and student experiences at school. When teachers fair well and are motivated to teach, they are more effective in their teaching. Fewer teachers leave the profession and they promote motivation and achievement among their students. This study investigated teacher motivation and factors affecting teachers' motivation with the aim of advancing our understanding of the two constructs as well as finding out how they can be promoted among teachers. Study one involved motivation and testing of the attitude of teachers which measured 12 factors of teacher motivation and tested the attitude of teachers. Among a sample of 63 school teachers, results revealed that the new measure functioned similarly across the different demographic groups in the sample. The 12 factors of teacher motivational and testing of the attitude of teachers also revealed that attitude towards the profession is not that negative. Study two involved job satisfaction of teachers. The study on job satisfaction revealed that teachers in general are not satisfied with their profession. Study three involved examining importance of motivation. The findings showed that teachers' motivation is the key to the success for student engagement and instructional strategies. Study four was associated with major motivational factors affecting teachers in schools. It presented that the motivation is the key to making teachers happy and do their best. Overall findings from the study revealed the significance of the basic psychological needs (autonomy, competence, and relatedness) in predicting teacher well-being and self-efficacy. Taken together, the four studies helped to improve our understanding of the important variables of teachers' motivation. Implications of the findings for both research and practice are also discussed. For instance, major motivational factors like training opportunity, salary and perks, conducive working school environment and workload to mentioned a few, if taken care, will minimize the teacher attrition rate and will also address the issue of quality of education.

Keywords— Teacher well-being, teacher motivation, teacher job satisfaction, student engagement, instructional strategies

I. INTRODUCTION

Employees in organisations and learning institutions like to feel that someone cares about their work and is appreciated. This, in turn, motivates them to work more effectively. Owens (2004) describes motivation as the forces that cause people to behave as they do. He further points out that behaviourists think of it as extrinsic motivation while others believe it is intrinsic motivation. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning- open to new ideas and approaches and committed to students' learning.

Teacher motivation plays an important role in the promotion of teaching and learning. Generally, motivated teachers are more likely to motivate students to learn in the

classroom. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millete (1997), teachers who report low levels of motivation tend to perceive their students' motivation levels as low.

Many factors have been found to promote teacher motivation. Pay incentives, for example, have been found to be unsuccessful in increasing motivation. In a study among the 167 teachers, Sylvia and Hutchinson (1985) found that teacher motivation is due to the freedom to try out new ideas, assignment of appropriate responsibility levels and intrinsic work elements. In another study carried out by Ofoegbu (2004) in Nigeria on teacher motivation as a factor for

classroom effectiveness and school improvement, it was found that teacher motivation enhanced classroom effectiveness and improved schools.

Michaelowa (2002), in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction. While teacher motivation is fundamental to the teaching and learning process, several teachers in Bhutan seem to be not highly motivated thereby affecting the quality of education in the country.

This is evident as the issue was raised in the National Assembly of Bhutan (National Assembly Secretariat, 2007). For instance, on the concern on quality of education, the people of Chhubu, Shenga Bjime and Toewang *geogs* under Punakha *dzongkhag* submitted that despite the deliberation on the deteriorating quality of education in the 85th Session of the National Assembly and the acute shortage of teachers in schools, teachers still left the teaching profession to join various ministries and departments. Moreover, the young graduates were reluctant to join the teaching profession in spite of the youth unemployment problem in the country. The people sought clarification on the above-mentioned issues and requested the Ministry to develop strategies to encourage capable, skilled and efficient candidates to take up the teaching.

Likewise, the people of Chumey *geog* under Bumthang *dzongkhag* submitted that in order to improve the deteriorating educational standards, it was imperative to put in place such measures to increase the capabilities of the teachers and uniform placement of qualified teachers with pay incentives. It was further submitted that teachers leaving the profession and joining various other ministries and departments be discouraged and the authority concerned should exercise strict discipline in schools and increase the pay allowance of teachers.

Furthermore, the study conducted by Organisation for Economic Co-operation and Development (OECD) in 1994 pointed out the importance of motivation of teachers towards their jobs. According to the report by Fry (2002), it was confirmed that teachers' motivation was fragile and declining in developing countries. The report noted that there was a strong link between teachers' motivation and performance and education quality. The report also pointed out that "improving teachers' motivation was not uniformly prioritized and it was a major concern of national and

international policymakers" (VSO, 2002, p. 2). The report added that addressing the factors that reduce teachers' motivation should be a major concern of policymakers so as to create conditions for the success of other education interventions (VSO, 2002).

Many factors have been found to promote teacher motivation. Pay incentives in other countries, for example, have been found to be unsuccessful in increasing teachers' motivation. Findings of the study by Sylvia and Hutchinson (1985) indicated that among 167 teachers, teachers were motivated by the freedom to try out new ideas, assigning appropriate responsibility levels and implementing intrinsic work elements. They explained that true job satisfaction was derived from the gratification of higher-order needs rather than lower-order needs. In a study done by Ofoegbu (2004) in Nigeria on 'teacher motivation as a factor for classroom effectiveness and school improvement,' he found that teacher motivation enhanced classroom effectiveness and improved schools.

II. LITERATURE REVIEW

2.1 Factors Affecting Teacher Motivation

As one of the most often-researched topics in the field of psychology and education, motivation has been generally viewed as energy or drive that moves people to do something by nature. However, given the complexity of motivation, there seems to be no consensus in the understanding of motivation as per Dornyei and Ushioda, (2011). Therefore, researchers are rather selective in their study focus by applying a range of motivation theories.

Williams and Burden (1997) differentiated two aspects of motivation: initiating motivation which was concerned with the reasons for doing something and deciding to do something, and sustaining motivation referring to the effort for sustaining or persisting in doing something. Dornyei and Ushioda (2001) identified two dimensions of defining motivation on which most researchers would agree: direction and magnitude of human behaviour. Accordingly, motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity.

In motivation research, a distinction has been made between motivated behaviour and motivational factors. Motivated behaviour, including professional learning and teaching behaviour, is positively influenced by motivational factors (Maehr & Braskamp, 1986; Roede, 1989). Motivational factors typically comprise three components:

expectancy, value, and affective components (Peetsma, Hascher, Veen, & Roede, 2005; Pintrich & DeGroot, 1990).

The expectancy component of motivation has been conceptualized in a variety of ways in the motivational literature (e.g. perceived competence, self-efficacy, attribution style, and control beliefs) but the basic construct involves teachers' beliefs about their ability to perform a task, often referred to as teacher self-efficacy (Bandura, 1997). Self-efficacy is a future-oriented belief about the level of competence that a person expects he or she will display in a given situation. When teachers have a high sense of self-efficacy, they tend to exhibit greater levels of planning and organisation, are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, intensify their efforts when their performance falls short of their goals, and persist longer. Research has shown that teacher efficacy positively influences teachers' engagement in professional learning activities and subsequently enhances the quality of the instruction (Geijsel et al., 2009).

However, there has not been adequate attention given to the teachers' personal interest in the teaching profession particularly in Bhutanese context. For instance, no studies have been carried out to examine the motivational factors in terms of 'why' and 'how' some teachers stick to the teaching profession while others easily get disgruntled and leave the profession. It is also not known what type of self-efficacy beliefs Bhutanese teachers have.

2.2 Types of Motivation that Motivates Teacher

The rewarding teacher is an important factor in teacher motivation. Most organisations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programmes for the employee. The motivation of teacher and their productivity can be enhanced by providing them effective recognition which ultimately results in improved performance of students.

The success of school is partly based on how the government keeps its teacher motivated. This is because it is the government who frames policy for the Education Ministry. In other words, government should use reward system to attract teacher to join the teaching profession and keep them motivated to perform to high levels as per Agwu (2013). That way, the best and experienced teachers will be retained in the system for the benefit of our students.

Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler

(2003) argue that prosperity and survival of the organisations are determined through how they treat their human resource. Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the principal, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

While the literature tried to encompass the most important factors of motivation, certain factors like pupil's performance in the class, promotion prospects and timely transfer are not taken into consideration for teachers' motivation since in remote schools, these factors seem to affect the teacher's motivation. For instance, deployment and transfer of teachers seem to be one of the major drawbacks of Ministry of Education demotivating teachers in remote schools. This is because teachers are never transferred automatically unlike in other ministries having served for certain year in the same work place until and unless they apply for it. If applied, it is not guaranteed that particular teacher will get the transfer. On the other hand, urban school teachers never apply for transfer depriving the teachers in remote to opt for the urban schools. This could be one of the demotivating factors teachers serving in the remote schools.

2.3 Teacher Reward Systems such as Remuneration and Compensation

Remuneration is typically utilized to energize, direct, or control employee's behaviour. An organisation exists to accomplish specific goals and objectives. Individuals in an organisation have their own needs. The system that an organisation uses to reward employee can play an important role in the organisation's effort to gain the competitive advantage and to achieve its major objectives. The compensation system should attract and retain the talent an organisation needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organisation's success (Heneman et al, 1980). Through motivation, an individual is willingly engage in some behaviour like retention and likely to help improve workforce composition (Cole, 1997). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organisation. Below to average performers become discouraged and tend to leave the organisation.

Skinner (1969) indicated that what an organisation appears to reward is the behaviour that will be seen as the model for success. He advised the manager that the rewards to be linked with the individual performance. Other

researchers like Kreitner (1989) and Winslow (1990) have indicated that Skinner overemphasized the importance of external outcomes such as pay and promotion, ignored the role of internal outcomes such as feelings of accomplishment and recognition, and failed to consider the importance of individual needs and values. But then, leaders should strike a balance between internal and external motivators.

Carraher, et al. (2006) advocates that there should be an effective reward system to retain the high performers in the organisation and reward should be related to their productivity. In order to maximize the performance of the employees, organisation must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Bishop (1987) suggested that pay is directly related to productivity and reward system depends upon the size of an organisation. Organisations in today's competitive environment want to determine the reasonable balance between employee loyalty and commitment, and performance of the organisation. The efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the teachers. Dorji (2008) describes teachers' remuneration needs as motivation for the teachers:

In Bhutan, exploration of teachers' motivation would provide an opportunity to develop a holistic understanding of interplay between teachers' remuneration needs, professional and pedagogic support needs. It is hoped that this will lead ultimately to a better understanding of what and how appropriate incentives and support ensure effective teachers' performance. This research would not only enable us to know the motivation level in the teaching profession today but also broaden our understanding about what makes teachers teach. (p.141)

According to Dorji (2008) there is high teacher attrition rate due to lack of professional development and support, poor working conditions, heavy workload, and inadequate incentives. The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers' incentives to provide quality teaching might become (or remain) insufficient. This worry has been also expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries, high levels of

teacher turnover and absenteeism have indeed become entrenched. Looking at these phenomena, we understand that pay incentive plays the greater role in teacher motivation.

In Bhutan too, pay incentive plays greater role in teacher motivation. This is evident from the past history. For instance, in July 1998 teachers across the country received teaching incentive of 30% to 45% of their salary. This would have enabled the teachers to give teaching the highest priority. However, the scheme lasted only till the end of 2004. There was a 45% salary revision for the civil servants but the same was not the case with teachers. This led to frustration, dissatisfaction, low morale and demotivation of the teachers.

Dorji (2008) further states that about 75% of the teachers interviewed felt that lack of allowances and entitlements as de-motivating factor. Teachers expressed dissatisfaction with the 'dry salary' without any fringe benefits.

Similarly, study conducted by Waiba (2016) found that primary school teachers were more satisfied with the profession (74.95%) followed by middle secondary school teachers (72.95%). Higher secondary school teachers were the least satisfied (65.94%) compared to other category school teachers. However, study was confined within Thimphu *thromde* schools, thus it lacked to represent the job satisfaction and motivation level of school teachers in other *dzongkhags* specially Chhukha *dzongkhag*.

2.4 Work Situation Factors

Teachers' job satisfaction can be determined by working conditions, peer relationship, communication channels, supervisory relationships, working condition and job expectation. According to Spector (1997), job satisfaction can be viewed as a reflection of how a teacher feels about the job and their treatment within the work setting. It can also affect physical and emotional well-being. Spector also identified work place as one of the key factors determining job satisfaction among employers.

According to Weiner (2000), of all the major job satisfaction areas, satisfaction with the nature of the work itself which includes job challenge, autonomy, variety, and scope best predicts overall job satisfaction as well as other important outcomes like employee retention. Thus, to understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on.

The work environment has a significant impact on teachers' performance and productivity. By work environment we mean those processes, systems, structures

tools or conditions in the work place that impact favourable or unfavourable individual performance. The work environment also includes policies, rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those teachers perform their job functions. For instance, collaboration provides opportunities for teachers to work together and solve problems, provides feedback and information, assists and supports (Kwakman, 2003) teachers' well-being. Several studies have shown that teacher collaboration can have strong positive effects on teachers' professional learning and can, if it is focused on student learning, help to improve teaching learning process (Bryk et al., 1999. p121).

2.5 Arrangement of the Workspace

Robbins (2003) states that the arrangement of one's workspace is important primarily because it significantly influences social interaction. The teachers' work location, therefore, is likely to influence the information to which one is privy and one's inclusion or exclusion from organisation's events. Privacy within the workplace is, in part, a function of the amount of space per person and the arrangement of that space. But walls, partitions, and other physical barriers also influence it. No such studies are conducted in Bhutan till date regarding employees' work place and privacy related issues pertaining to teachers.

In Bhutan, as per the research finding by Dorji (2008) about 28.5% of the respondents are willing to join other professions given a chance. The main reasons cited were less opportunity for trainings and self-up gradation, heavy workload, unfavourable working condition (common office), no perks, dry salary, monotonous job and strict code of conduct.

2.6 Teachers' Job Satisfaction with the Profession

The teachers of Bhutan are not satisfied with their profession in relation to the existing facilities provided to them. This is evident as per Drukpa (2010) who states that teachers in Bhutan work for about 10 months a year and eight hours a day (excluding time spent at home for correction, lesson plans, etc.). Also, he stated that for domestic obligations and personal works they are entitled to just 10 days of casual leave. Further the findings of the study indicate that as of 2015, teacher attrition rate was only 2-3% i.e. 198 in 2015. However, in 2010, it saw the highest attrition rate of 5%.

A study done by Mwangi (2002) on factors related to the morale of teachers in Machakos district, found that the

factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school. Work conditions factors as researched by Katz (1971), as well as Stewart (1967), incorporate the variables of remuneration, job satisfaction, and security issues.

According to Waiba (2017), teacher job satisfaction has been always questionable. Despite the fact that Bhutan has progressed its modern education system by leaps and bounds, there has always been a problem with retaining teachers.

However, further research is required to find out the factors affecting teacher's motivation in primary schools. Since no literature specifically states factors that affect the teacher motivation in general and primary school teacher in particular. Therefore, this study is aimed at findings out the factors affecting the teacher motivation in schools under Chhukha *dzongkhag*.

III. METHODOLOGY

For this study, the researcher employed a combination of both qualitative and quantitative methodologies. It is an approach to inquiry that combines or associates both the quantitative and qualitative forms of research (Creswell, 2009). It involves philosophical assumptions, the use of qualitative and quantitative approaches and mixing both approaches in a study. Mixed method research is defined as research in which the investigator collects and analyses data, integrates the finding, and draws inferences using both qualitative and quantitative approaches and methods in a single study or programme of inquiry (Keith, 2009).

The quantitative research approach is found suitable for this study because the theories examine the relationship between the variables, making interpretation and meaning from the data. This study also qualifies for the mixed method approach, since the use of both the characteristics of qualitative and quantitative studies are found in the study. For instance, the study will employ both survey questionnaire and interview to collect the required information on teachers' motivation. So, the researcher found this approach most suitable for this study.

Mixed methods research offers great promise for practicing researchers who would like to see methodologists

describe and develop techniques that are closer to what researchers actually use in practice. If findings are corroborated across different approaches, then greater confidence can be held in the singular conclusion; if the findings conflict, then the researcher will have the opportunity to modify interpretations and conclusions accordingly. In many cases the goal of mixing is not to search for corroboration but rather to expand one's understanding (Onwuegbuzie & Leech, 2004).

Research Design

According to Creswell (2009), research designs are plans and procedures for research that span the decision from broad assumptions to a detailed method of data collection and analysis. Mixed method approach uses a collection of both qualitative and quantitative data sequentially. The researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of the research problem. The study begins with a broad survey in order to generalise the result to a population and then, in a second, focuses on qualitative, open-ended interview to collect detailed views from participants (Creswell, 2009).

The descriptive survey design was employed for the study. A descriptive survey design is a process of collecting information through administering questionnaire to a sample of individuals (Orodho, 2003). In this study, descriptive survey design is used to analyse the determining factors affecting teachers' motivation in schools under Chhukha dzongkhag.

Sample/ Participants

The selection process of the sample from the population is called sampling (Creswell, 2009).

Purposive sampling is used in this study. Parahoo (1997, p.9) describes purposive sampling as "a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data". The samples of 13 schools were included in the study. The rationale for choosing this approach was that the researcher has to study the motivation level of school teachers. So, these 25 schools and the teachers working in these schools would provide the required information. I have purposively selected 12 schools amongst these schools because these schools consisted of good numbers of experienced teachers as per the TRE (Teacher Requirement Exercise) of the Dzongkhag Education Office, Chhukha. In this study only teachers who were eligible (teachers three years and above in the service) was purposively chosen to participate in this study. 60 survey questionnaires were distributed in these 12

schools, five questionnaires for each school. The researcher also selected randomly 10 teachers for the interview from different school location since it is not possible to interview all the teachers in 13 schools.

The instrument used for the study was structured survey questionnaire as my study employed the mixed methods of researching. The survey instrument captured the phenomenon in a manner that is valid, accurate and precise for the purpose intended. The questionnaire consisted 20 items in total presented under each four thematic groups.

The first theme dealt with the types of motivation appropriate to the Bhutanese teachers and testing of the attitude of teachers towards better work performance in relation to motivation with twelve question items. The second themes tried to find out the level of job satisfaction with three items. The third theme tested the importance of motivation with two question items, and the fourth tested and identified the major motivational factors that are most appropriate for improving teachers' effectiveness and standard of education with three question items.

The interview was also conducted with the selected sample of informants (10 teachers). Field notes were maintained for information. The main advantages of interviews were that they were useful in obtaining detailed information about personal feelings, perceptions and opinions. They allowed more detailed questions to be asked. Besides, they also achieved a high response rate. The information from the interview was transcribed.

Of the three types of interviews designed: unstructured, structured and semi-structured, the researcher used the semi-structured interview for this research. Semi-structured interview had a few guiding questions that guided the researcher to get the right information from the participants. The unstructured interview was not chosen since neither the question nor the answer was predetermined and there were chances of derailing of the social interaction between the researcher and participants. The researcher was sceptical that such type of interview might lead the researcher in a wrong direction and right information may not be obtained from the participants.

Structured interview was also not chosen as the tool for this research since the researcher found it to be too rigid. It had a set of rigid questions that determined the conversation between researcher and participants. With such type of research tool, there were possibilities of the interviewer

getting only limited data as information would be limited as per the set questions.

Data Presentation and Analysis

The data was gathered over a three-month period. Data was analysed through the SPSS (Statistical Package for Social Sciences). Interviews were conducted in order to support and verify questionnaire findings. In the present study, interviews were carried out in light of the findings of quantitative data with the aim of clarifying certain issues, expanding on others and developing a deeper approach to the research findings. The main purpose of the analysis and interpretation was to assess and determine the extent of attainment of objectives of the research. Analysis of the research also helped the researcher to test the hypothesis of the research and to draw conclusion.

Distribution of Respondents by Gender

Of the 53 respondents from the survey questionnaire, 31 (58.5%) of the teachers were male and 22 (41.5%) were female. From the findings of the study, it can be said that there were more male teachers than female teachers in schools in Chhukha *dzongkhag*.

3.1 Location of School

Data analysis indicated that of the 53 teachers, four teachers (7.5%) came from remote schools while 30 teachers (56.6%) worked in semi-remote schools. 19 teachers (35.8%) were placed in semi-urban primary schools under Chhukha *dzongkhag*. This indicated that most of the primary schools were not located in the urban area in Chhukha *dzongkhag*.

3.2 Distribution of Teachers by Highest Academic Qualifications

When teacher respondents were asked to indicate their highest academic qualifications, it was found that 44 (83%) respondents had a Bachelor's degree in education. The study also found that two (4%) teachers had a Master's degree in education and that three (6%) teachers had completed class XII. Four (7% approximately) teachers had other qualifications. From the findings of the study, it can be said that teachers in schools under Chhukha *dzongkhag* were qualified. The details can be seen from the table 4.4.1 given below.

Table 4.4.1 Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Master's Degree	2	3.8	3.8	3.8
Bachelor's degree	44	83.0	83.0	86.8
Class XII	3	5.7	5.7	92.5
Any Other	4	7.5	7.5	100.0
Total	53	100.0	100.0	

3.3 Distribution of Teacher Respondents by Age Bracket

Seven (13%) of the teachers surveyed were between 18-25 years, 24 (45%) were between 26-35 years, 15 (28%) were between 36-45 years, five (10%) of teachers were 46-55 years and two (4%) were above 55 years. Chhukha *dzongkhag* has relatively experienced teachers in the schools. At least 24 (45%) teachers could serve as mentors and provide professional support and leadership trainings to the younger teachers thus motivating teachers.

3.3 Distribution of Teachers by Teaching Experience

When teachers were asked to indicate the period for which they had taught in school, six (10%) of them indicated that they had taught for a period between 11-15 years while 12 (23%) of the respondents said they had taught for a period between 6-10 years. The analysis further revealed that 11 (21%) of them had taught for more than 15 years, and a small number of seven teachers (13%) had taught for a period between 2-5 years and 17 (32%) had taught less than three years.

From the findings of the study, it can be said that majority of teachers had taught for a long period. Looking at the duration of their stay in the profession, it can be concluded that teachers tend to withhold their jobs. These are presented in figure 1.1

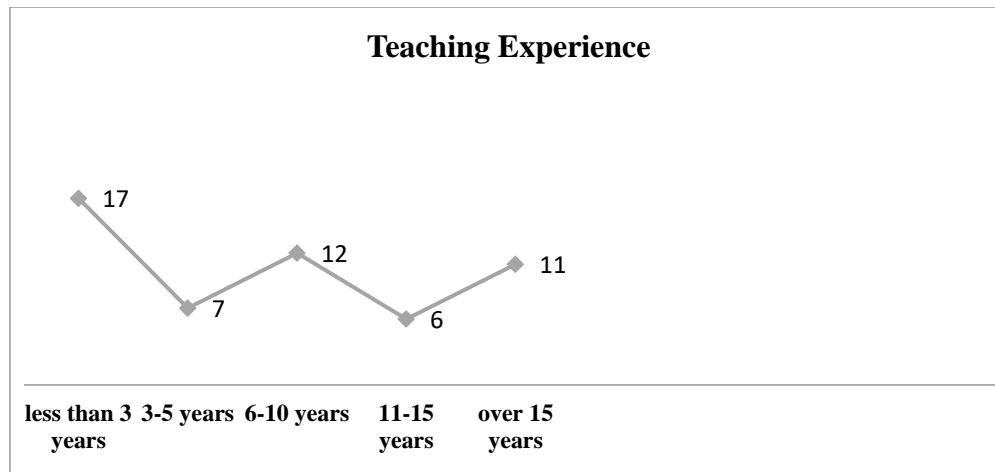


Fig.1.1

Part I of the questionnaire was related with the motivational and testing of the attitude of teachers. The data collected through these items have been presented in table 1.2

Table 1.2

Items	Responses					Missing responses
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Teaching and learning resources are inadequate in school thus demotivating teachers to teach	4 (7.5%)	14(26.4%)	12%(22.6)	18(34%)	5(9.4)	
School facilities are inadequate which hampers teachers' motivation in primary school	2(3.8%)	14(26.4%)	11(20.8%)	16(30.2%)	10(18.9%)	
The arrangement of offices and the spaces available in the offices demotivates teachers.	8(15.1%)	10(18.9%)	9(17%)	20(37.7%)	6(11.3)	
There are tight rules and regulations in schools which demotivates teachers.	11(20.8%)	14(26.4%)	17(32.1%)	8(15.1)	3(5.7%)	
It is hectic to work as teacher.	3(5.7%)	4(7.5%)	13(24.5%)	12(22.6%)	20(37.7%)	
Teaching is my first choice of profession.	7(13.2%)	12(22.6%)	13(24.5%)	11(20.8)	10(18.9%)	
I am satisfied with the amount of salary I received monthly.	7(13.2%)	19(35.8%)	9(17%)	12(22.6%)	6(11.3%)	
Society views teaching as a dignified profession.	10(18.9%)	11(20.8%)	14(26.4%)	14(26.4%)	3(5.7%)	1(1.9%)
Given the opportunity, I will join the other organisation.	6(11.3%)	3(5.7%)	13(24.5%)	8(15.1%)	23(43.4%)	

Availability of training opportunities among teachers motivates them to perform.	11(20.8%)	3(5.7%)	6(11.3%)	14(26.4%)	19(35.8%)	
I will stay in teaching profession till I superannuate.	6(11.3%)	8(15.1%)	24(45.3%)	8(15.1%)	6(11.3%)	
Type of leadership in school makes a difference in teachers' motivational level.	4(7.5%)	1(1.9%)	3(5.7%)	19(35.8%)	26(49.1%)	

The findings on Table 1.2 show that 34% of the respondents agreed that teaching and learning resources are inadequate in school thus de-motivating teachers. The study also found that almost 21% of the respondents strongly disagreed that there are tight rules and regulations in schools which demotivate teachers. However, about 30% of the respondents indicated that the arrangement of offices and the spaces available in the offices demotivate teachers.

In an interview with teachers on the effect of work environment on teacher motivation, all the interviewees agreed that conducive work environment motivated teachers thus making them willing to stay longer at their workplaces and increased their contact hours with students. The participant teachers also stated that their motivational level would increase if they had better working conditions. These conditions included better physical facilities and good relationship atmosphere in the school. On this issue, interviewee 5 stated that: "... a better and more spacious room with a nice computer, and classrooms equipped with all technological devices. Such things would motivate me."

Another teacher touched upon the atmosphere among colleagues in their school. "Work environment is not just person to person relationship but it also means how one is treated in work place and how approachable you are to your principal". Interviewee 10, on the other hand, expressed more financial and emotional support for his professional development and minimising the workload would increase his motivation. All these sentences put forth by the participant teachers revealed the importance of better working conditions in increasing their motivational levels.

Of the 10 interviewees, eight of them complained that such activities not only added to their workload, but also stressed that it negatively affected student-teacher relationships since teachers had to act as observers instead of educators. Further, the table showed that almost 36% of the respondents disagreeing with the statement that the pay given to teachers was worth the services they render. The study also

showed that 23% of the respondents disagreeing with the statement 'teaching was their first choice of profession'. It further showed that 35% of the respondents finding the training to be strongly affecting their motivation while 21% found it not affecting their motivation. From the study, it can be said that teacher training moderately affected their motivation.

Only 6% of teachers strongly agreed that they were given importance in society, whereas 19 % of the teachers were strongly against the statement. 43% of teachers strongly agreed that given the opportunity they were ready to leave their profession. However, 25% of respondent were not sure of their decision. This, in some ways, implied that they were not committed and were in a transitional period.

Both the quantitative and qualitative data revealed a strong dissatisfaction among primary teachers with their status in society. More than half of the respondents agreed that the status of the teacher in society was declining, that the importance of their role was being ignored by some members of the public and that they were less well appreciated which reduced their job satisfaction.

The data analysis indicated that 49% of the respondents found the type of leadership in school making a difference in teachers' motivational level and influencing job satisfaction among teachers. The same factor was also found to be true from the data collected through interview. The results revealed that attitudes of administrators, transparency in decision-making processes, punishment-reward systems and instructional decisions they made played important roles on teachers' motivation level. One of the teachers (interviewee 4) stated that he was not happy with the attitudes of administrators in his workplace: "On Wednesday I had to leave my class early and the following day they warned me not to do this again. I know there are some more experienced teachers who do the same thing but they never warn them. They don't know such warning never works. Such unfair

attitudes just break my motivation and also my commitment to this school.”

Part II of the questionnaire dealt with job satisfaction of teachers. The data collected through these items have been presented in table 1.3

Table 1.3

Items	Responses					Missing responses
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
I feel a sense of pride in my profession	2(3.8%)	4 (7.5%)	10(18.9%)	22(41.5%)	15 (28.3%)	0
Benefits received in teaching are same as benefits provided in other organisation	20(37.7%)	17(32.1%)	11(20.8%)	5(9.4%)	0%	0
I am paid with the fair amount for the work I do	9 (17%)	14(26.4%)	11(20.8%)	15(28.3%)	4 (7.5%)	0

Table 1.3 shows that 43% of the respondents were not satisfied with the salary they were paid compared to the amount of work they had to do. Nonetheless, 36% indicated that they were satisfied with what they are paid. When it comes to benefits in teaching, almost 38% of the respondent strongly disagree that benefits received in teaching are the same as benefits provided in other organisation. However, the study revealed that 42% of teachers felt a sense of pride in their profession. Nine out of 10 interviewee agreed that perks

and handsome salary is required for the teachers. For instance, interviewee 7 remarks, “perks such as salary and travel allowances will motivate me but we don’t get much of these opportunities”.

Part III of the questionnaire dealt with importance of Motivation. The data collected through these items have been presented in table 1.4

Table 1.4

Items	Responses					Missing responses
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
If teachers are motivated well, teachers will not leave the profession	1(1.9%)	0%	4(7.5%)	9(17%)	39 (73%)	
Motivation is the key to make teachers happy	1(1.9%)	0%	2(3.8%)	15(28.3%)	35(66%)	

The table 1.4 clearly showed 51 % of the respondents agreeing that teachers output outweighed the salary they received. About 38% of school teachers in the *dzongkhag* felt that they were not treated the same way as other civil servants by the society and authorities. However, almost an equal number of teachers (36%) felt that it wasn’t true. Finally, the table also showed that almost 42% of the teachers were of the notion that training opportunity was minimal for teachers compared other civil servants.

IV. RECOMMENDATION

The following recommendations may be taken into consideration for retention and motivation of school teachers under Chhukha *dzongkhag*.

The study recommends that school should ensure conducive school environment to raise the motivation of teachers. This can be achieved by ensuring adequate teaching and learning resources in the schools. The study also recommends that teachers be remunerated well to keep them

motivated in the job. This can be achieved by offering incentives to teachers and rewarding teachers as per the students' performance, which in turn, will motivate them to improve curriculum delivery.

On teacher training, the study recommends that teachers should attend in-service training to update their skills. By attending trainings, teachers will develop confidence in teaching and become motivated. Further, the Ministry of Education and Skill Development should increase and provide opportunity for teachers for any kind of ex-country training.

Workload should be rationalized to enable teachers to concentrate on the core business of teaching. The research found heavy workload as one of the demotivating factors in the teaching profession. This is essentially important since teachers are diverted from the real business of teaching to other administrative task and non-academic work. These not only add up to the workload of teachers, it takes away the focus from the key business of teaching.

Allowances such as housing, teaching, difficulty, and other perks have to be revised from time to time. It is found that teachers do not have other sources of income. Well-structured classrooms and residential blocks for teachers need to be focused since most of the schools in Chhukha dzongkhag lacked basic amenities.

V. CONCLUSION

Through this study, it was evident that many teachers were dissatisfied with the teaching profession. Dissatisfaction with the profession is prominent among remote school teachers. Thus, these school teachers are willing to leave the teaching profession if they are given other opportunities. Lack of motivation may cause teachers to be inefficient and ineffective. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to de-motivation.

As teacher motivations is crucial in facilitating better student outcomes. The findings from the study offer insights into the factors affecting teachers' motivation in relation to job satisfaction, effect of training and development and finally work situational factors. Understanding teachers' motivation is useful because the standard of education is directly propositional to teachers' input.

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